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ABSTRACT

Two separate documents are included in this publication. The first is standards for Vocational Evaluation and Work Adjustment with Interpretive Guidelines. It is designed to inform rehabilitation practitioners of those standards that have particular application to the field of vocational evaluation and work adjustment. Accompanying the standards are interpretations designed to be of assistance in meeting the intent of the standards, especially for those who are preparing for Commission on Accreditation of Rehabilitation Facilities accreditation. The second document is a glossary containing definitions of 140 terms which are closely related to the profession and practice of vocational evaluation and work adjustment. (LRA)

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VEWAA - CARF

Vocational Evaluation and Work Adjustment Standards With Interpretive Guidelines and VEWAA Glossary

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FOREWORD

Two separate documents are included in this publication. The first, the Vocational Evaluation and Work Adjustment Standards with Interpretive Guidelines, developed by VEWAA (Vocational Evaluation and Work Adjustment Asscciation) in cooperation with CARF (Commission on Accreditation of Rehabilitation Facilities), is designed to inform practitioners of those standards which have particular application to the field of vocational evaluation and work adjustment. The accompanying interpretations will be of assistance in meeting the intent of the standards, especially for those who are preparing for CARF accreditation.

The second document, the VEWAA Glossary, contains definitions of 140 terms which are closely related to the profession and practice of vocational evaluation and work adjustment. Input on the definitions was received from a broad base of vocational evaluation, adjustment, and other rehabilitation professionals from around the United States from 1974 through 1977. As such, it may be considered to be the most current and authoritative list of vocational evaluation and work adjustment definitions now in print. However, it is fully recognized by the VEWAA developers that the definitions will change and take on new meanings as the field progresses. Therefore, the VEWAA Glossary Committee will continue to review and revise the glossary terms in the future.

Both the glossary and the standards had their beginnings as projects of the Vocational Evaluation and Work Adjustment Association (VEWAA). Much credit is due to that organization and those members who provided time and effort toward the completion of both documents. The glossary and standards represent (a) the ongoing philosophy of VEWAA to provide service to its membership and to the field of vocational evaluation and work adjustment, and (b) VEWAA's commitment to relate to and provide technical assistance to other professional organizations such as CARF.

The Materials Development Center is pleased to cooperate in this joint effort with VEWAA and CARF through the publication and dissemination of the glossary, standards, and interpretive guidelines.

The 1978 edition of the Standards Manual for Rehabilitation Facilities is available from Commission on Accreditation of Rehabilitation Facilities, 4001 W. Devon Avenue, Chicago, Illinois 60646 for $20.00 per copy.

ADDITIONAL COPIES OF THIS PUBLICATION MAY BE
PURCHASED FROM MDC FOR $1.00 PER COPY

INTRODUCTION:

VOCATIONAL DEVELOPMENT STANDARDS - A JOINT VEWAA-CARF EFFORT

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A Point of View

If a professional organization is to be a viable one then it must seek opportunities to have significant input into the development/identification of the knowledge and skills needed by its members to practice their profession and to influence the standards that will be used to evaluate how well these skills/knowledges are applied in relevant work settings. If the professional organizations do not assume these responsibilities, then invariably some other regulatory agency will do the job for them. Recognition of this possibility by the Commission on Accreditation of Rehabilitation Facilities (CARF) and the Vocational Evaluation and Work Adjustment Association (VEWAA) has had a significant impact on the rehabilitation facility movement and on vocational evaluation and adjustment services as practiced in rehabilitation settings.

History

The concept of developing standards for rehabilitation facilities was first discussed by a group of rehabilitation leaders at a conference in Bedford Springs, Pennsylvania, in 1958. Shortly thereafter the two organizations representing rehabilitation facilities at that time, the Association of Rehabilitation Centers (ARC) and the National Association of Sheltered Workshops and Homebound Programs (NASWHP), began to work on two sets of standards. The ARC developed standards related primarily to the vocational and medically oriented rehabilitation facilities and NASWHP developed standards to relate to the more work oriented sheltered workshops.

During the early sixties a number of issues arose. First, if standards were to have any meaning, then how could they be applied to the many facilities and workshops throughout the country; and second, were two separate sets of standards really necessary--and if so, how would the decision be made as to which set of standards would be applied to which facilities/workshops? It was also about this time that proponents of ARC and NASWHP were exploring the possibility of joining together to form one organization to represent rehabilitation facilities. In 1966 these two organizations agreed to sponsor a single accreditation agency and the Commission on Accreditation of Rehabilitation Facilities (CARF) was born. Eventually ARC and NASWHP joined together to become the International Association of Rehabilitation Facilities (IARF).

In 1968 the Vocational Evaluation and Work Adjustment Association (VEWAA) came into being and in 1972, four years after its formation, VEWAA applied for and received a three-year grant from the Rehabilitation Services Administration to study vocational evaluation. One of the purposes of this grant was to publish a professional consensus with respect to...

> steps needed to be taken to develop standards governing the provision of work evaluation services and the figuring of the development of such standards.

The initial charge of this VEWAA project as set forth by Task Force #5 (1975) was twofold:

1. to study the standards for accreditation presently used by CARF and the National Accrediting Council (NAC) and to make recommendations for items to be added to the existing CARF and NAC standards and strengthen the evaluation sections,
2. to complete a freestanding set of standards for vocational evaluation...(p. 69).

It was at this time that CARF suggested that the VEWAA Task Force write the standards to be used by CARF and that the CARF staff would serve as liaison to the Standards Committee in order to share their eight years of experience in the difficult business of writing standards. Given this opportunity, the Task Force put its efforts into developing the CARF related standards and, realizing the inherent difficulty involved in developing the internal mechanism to apply standards, discontinued work on the freestanding standards.

In 1975, at the same time the evaluation standards were being finalized, CARF asked some of the members of the Standards Committee to join with some other rehabilitation professionals to write standards related to the provisions of adjustment services. These standards, also included in this publication, were completed in 1975 and published in the CARF Supplement, while the evaluation standards were completed in 1976 and published in the 1976 CARF Manual. Both CARF and VEWAA took great pains to see that the suggested standards were reviewed by a broad base of individuals working in rehabilitation. (Persons interested in a detailed report of this review process are referred to the report of Task Force #5 published as a part of the Vocational Evaluation Project Final Report in the VEWAA Bulletin, Volume 8, July, 1975, available from the Materials Development Center, University of Wisconsin - Stout, Menomonie, Wisconsin 54751. Cost - $2.00)

The Standards

The following vocational evaluation and adjustment service standards and interpretive guidelines have been reviewed by the Executive Council of VEWAA and recommended to CARF as the standards VEWAA would support being applied to facilities professing to offer vocational evaluation and adjustment services programs. They are being published here, with approval of CARF, so that they may serve as a resource to persons interested in the development and maintenance of quality evaluation and adjustment services programs. Persons reading these standards should remember, however, that they were written to be a part of the totality of the CARF Standards. They are, then, taken out of context, and while they can serve as an excellent guide in program development, they are most useful when considered and understood in relation to all of the CARF Standards.

The following standards are listed by number as they appear in the 1978 edition of the Standards Manual for Rehabilitation Facilities published by CARF. Relevant interpretive guidelines are also listed only after those standards that a significant number of CARF surveyors indicated needed some clarification.

3.4.3 Vocational Development Emphasis

3.4.3.1 The following services shall either be provided by the facility's own staff members, or the facility shall demonstrate that the services are made available and utilized, when appropriate, through the mechanism of formal affiliation and/or consultation (see Glossary of Terms).

3.4.3.1.1 Vocational evaluation

3.4.3.1.1.1 Vocational evaluation services shall be provided on a systematic, organized basis for the purpose of determining individual vocational objective(s); assets, limitations, and behaviors in the context of work environments in which he might function; and specific recommendations which may be used in the development of the individual's rehabilitation plan. The range and scope of the evaluation services shall be sufficiently comprehensive to assess or obtain information concerning at least the following:

a. physical and psychomotor capacities

3.4.3.1.1.1.a (interpretation) The evaluation program should have the capacity to evaluate or obtain information regarding a person's physical capacities (tolerances), such as lifting, standing, sitting, walking, etc., and psychomotor capacities (voluntary motor functioning) such as eye-hand-foot coordination; hand and finger dexterity, etc.; and to describe the significance of these capacities for performing various work or work-related tasks.

b. intellectual capacities

3.4.3.1.1.1.b (interpretation) Intellectual capacities should be interpreted to mean the capacity to comprehend, to solve problems, and to adjust to new situations. The evaluation unit should show evidence of the evaluation of a person's potential to learn and utilize new or existing information (problem solving). This is not meant to imply solely the measurement of I.Q. thru standardized I.Q. tests.

c. emotional stability

3.4.3.1.1.1.c (interpretation) The evaluation records should show documentation of the use of systematic situational observations to determine a person's ability to handle various stress situations in an acceptable and stable manner. Examples might be the ability to deal with various work pressures, such as quality and quantity control, personal criticism; and/or social pressures, such as peer interactions, relationships with the opposite sex, ability to relate in a group situation, etc.

d. interest, attitudes, knowledge of occupational information

3.4.3.1.1.1.d (interpretation) The evaluation of interests and vocational attitudes should be done with interest tests where appropriate and by providing the client the opportunity to explore a variety of vocational areas either experientially or through the use of appropriate reading materials. Evaluation records should show efforts to assess the client's identity (or potential for identity) as a worker, motivation to be gainfully productive, willingness to get involved in the rehabilitation process, and attitudes toward and knowledge of occupations.

e. personal, social, and work history

f. aptitudes

g. achievements (e.g., educational, vocational)

h. work skills and work tolerance

i. work habits (e.g., punctuality, attendance, concentration, organization, interpersonal skills)

j. work-related capabilities (e.g., mobility, communication, hygiene, money management, homemaking)

k. job seeking skills

l. potential to benefit from further services, which are specifically identified

m. possible job objectives

n. the individual's ability to learn about himself as a result of the information obtained and furnished through the evaluation experience.

3.4.3.1.1.1.n (interpretation) The evaluation process should be a learning experience for the client, and the evaluator should be assessing whether this is happening.

3.4.3.1.1.2 Appropriate adaptive assessment tools and methods shall be used wherever possible with individuals having sensory, communication, or other functional impediments (e.g., visual, hearing, speech, language, cultural, or learning disabilities) which might invalidate otherwise standardized procedures.

3.4.3.1.1.2 (interpretation) The intent of this standard is to assure that evaluation programs modify or use already modified tests, work samples, or other assessment tools to assure that they (evaluation tools) can accurately reflect the person's aptitudes, abilities, potential, etc. For example, using a short, timed test such as the WRAT to measure the math abilities of a person with severe motor problems, or the administration of a test written in English to a person whose functional language is Spanish, would not meet the intent of this standard. Possible adaptations might include the use of recorded directions or Braille directions for the blind, translated materials for foreign language groups or the use of tests that have been developed for or account for disability groups in their norms, etc.

3.4.3.1.1.3 Based on referral information, the initial interview and the stated purpose of the evaluation, a specific written evaluation plan for each individual shall be developed. This plan shall:

3.4.3.1.1.3 (interpretation) The written evaluation plan should document the specific purpose of the evaluation (e.g., to determine if the individual is capable of gainful employment; to access the individual's potential to be trained as a stock clerk; to determine why the individual has not been able to hold a job).

a. identify the questions to be answered through the evaluation

3.4.3.1.1.3.a (interpretation) The written evaluation plan should identify specific questions (hypotheses) that are to be answered during the client's evaluation program. Examples might be:

"how much functional reading skill does the individual have?"
"how long can the individual stand at a work station?"
"is the individual's dexterity adequate to operate ___ hand tools?"
"can the individual manage money well enough to live independently?"

b. indicate how these questions will be answered

3.4.3.1.1.3.b (interpretation) The plan should identify in writing which evaluation technique(s), assessment tools or procedures will be used to answer the various questions raised. For example:

"measurement of functional reading--Gates-MacGinitie - Form B"
"standing tolerance - U-Bolt assembly - 2 days"
"hand-finger dexterity - Purdue Pegboard, Crawford Small Parts"
"money management - ABC money management work sample"

c. where appropriate, specify persons (staff, family, etc.) who will be involved in carrying out the plan. There should be evidence that these individuals are aware of their role in carrying out this plan.

d. be periodically reviewed and modified as necessary.

3.4.3.1.1.4 The length of time an individual remains in vocational evaluation shall be primarily based upon the time necessary to accomplish the individual's evaluation goals.

3.4.3.1.1.5 Evaluation data shall be supplemented by evaluation interviews and behavior observations.

3.4.3.1.1.6 Job areas assessed in vocational evaluation shall be based on client capability and opportunities in the labor market.

3.4.3.1.1.7 The vocational evaluation service shall assure that a variety of work settings and tasks are available sufficient to meet the evaluation needs of individuals being served. A vocational evaluation service shall use two or more of the following techniques.

3.4.3.1.1.7 (interpretation) Surveyors should look for evidence that individuals being evaluated have access to a variety of vocational assessment settings (e.g., clerical, industrial, mechanical, food service, sales, sewing, etc.) reflecting various physical demands (sedentary, light, medium, heavy), during the evaluation process. This standard does not preclude the use of other evaluation techniques or settings.

3.4.3.1.1.7.1 If psychometrics are used: the selection, administration, scoring, interpretation, and reporting of all psychological and psychometric tests shall be under the supervision of a person who meets the qualifications as defined by state law and/or the American Psychological Association standards.

3.4.3.1.1.7.1 (interpretation) Persons administering various psychological and psychometric tests should meet the qualifications of the companies marketing these tests and should, where applicable, be supervised by persons formally trained in the administration and interpretation of psychometric tests. Generally this means that persons not formally trained in psychological/psychometric testing should be supervised by a doctoral level psychologist who is eligible for professional membership in the American Psychological Association, or some other person who meets the purchasing requirements of the company distributing the test or tests. Surveyors should look for evidence of supervision such as co-signature on evaluation reports--evidence of evaluation consultations, a formal consultant arrangement with qualified personnel, in-service training for evaluation staff in the use of psychological tests, etc.

3.4.3.1.1.7.2 If work samples are used:

a. the vocational evaluation service work samples resources shall be representative of realistic competitive worker skills.

3.4.3.1.1.7.2.a (interpretation) Evaluation programs using work samples that purport to be representative of specific work skills should be able to provide documentation that they do. Documentation might include the considered judgement of appropriate employers or employees as to the ability of a work sample to measure skills related to a particular occupation.

b. work samples shall be established by an analysis of job tasks or traits related to a specific area of work, and be standardized as to materials, layout, instructions, and scoring.

c. competitive norms or industrial standards shall be established and used.

3.4.3.1.1.7.2.c (interpretation) There should be evidence (such as time studies, Methods-Time Measurement-MTM, employer opinions as to the relevance of work sample content or quality and quantity standards, actual competitive worker performance data, etc.) that performance standards used for interpretive purposes have been related to appropriate competitive performance standards.

3.4.3.1.1.7.3 If simulated job stations are used, the individual's job performance shall be evaluated against competitive industrial standards (e.g., quality, quantity, physical demands).

3.4.3.1.1.7.4 If on-the-job evaluation is used, each job site shall be evaluated as to its appropriateness with regard to:

a. adequate supervision

b. appropriate safety

c. physical accessibility

d. transportation accessibility

e. competitiveness of work tasks and demands.

3.4.3.1.1.7.4.e (interpretation) Performance standards (such as quality and quantity of work) for clients in evaluation and/or training sites in the community at large should be the same as those set for regular employees in that industry.

3.4.3.1.2 Work adjustment

3.4.3.1.2.1 Work adjustment services, when offered, shall be provided on a systematic, organized basis for the purpose of developing and maintaining those individual capacities necessary for the pursuit of an optimal level of vocational development. The facility's work adjustment services shall make provision for, but not be limited to, the development of:

a. physical capacities (e.g., sitting, standing, and general work stamina)

b. psychomotor skills (e.g., eye-hand coordination, finger dexterity, and tool usage)

c. interpersonal and communicative skills (e.g., supervisor, co-worker)

d. work habits (e.g., attendance, punctuality)

e. appropriate dress and grooming

f. job seeking skills

g. productive skills (e.g., quality and quantity of work, work pacing)

h. an orientation to work practices (e.g., payroll deductions, insurance, unions, retirement benefits, an awareness of safety practices)

i. work-related skills (e.g., counting, measuring, telling time, travel, use of spare time, money management).

3.4.3.1.2.2 Based on previous diagnostic findings, a specific written work adjustment plan shall be developed for each individual. This plan shall:

a. specify behaviors to be dealt with

b. specify work assignment and/or environment

c. specify treatment techniques and methods

d. specify persons (staff, family, etc.) who will be involved in carrying out the plan. There should be evidence that these individuals are aware of their role in carrying out this plan.

e. be periodically reviewed and modified as necessary.

3.4.3.1.2.3 The work adjustment methods shall be oriented to meet individual needs, as stated in the work adjustment plan, and shall include techniques related to this plan and appropriate to the individual and the program goals of the facility.

3.4.3.1.2.4 The length of time that an individual remains in work adjustment shall be primarily based upon the time necessary to accomplish the individual's adjustment goals.

3.4.3.1.2.4 (interpretation) Projected time frames for completion of adjustment goals should be documented in the adjustment plan and should clearly track services to program completion or client termination. There should be clear evidence that the staff knows when a client has completed adjustment services even though the client may still be working in the facility (for example, a client in sheltered employment who is waiting for placement).

3.4.3.1.2.5 The work assignment and/or environment shall be selected to meet the individual's work adjustment needs.

3.4.3.1.2.5 (interpretation) Documented evidence in the client's record that there is a reasonable rationale as to why a particular work adjustment assignment or environment was chosen to deal with an individual's adjustment needs or problem. Example:

"Individual X will be placed in the subcontract shop to develop the following: a) production speed on moderately complex assembly (subcontracts A-B), b) ability to work with others in a production environment, c) ability to maintain assembly production for an eight hour day."

A great deal of time and effort on the part of the VEWAA Standards Committee, CARF, and many persons in the field have gone into the development of these standards. Both VEWAA and CARF recognize that these standards are a reflection of the field of vocational evaluation and work adjustment as they are now. And as Sax and Piccari (1976) so aptly pointed out:

> The field is a living, growing organization made up of people who change, ideas which change, and methods which change. Therefore, standards development is an ongoing continuous process which must reflect the growth, change, and needs of the profession as well as the persons which that profession serves (p. 50-51).

It is realized then, that these standards are not perfect but neither are they static. But they are a beginning and from VEWAA's point of view, a good one.

References

Sax, Arnold, & Piccari, Joseph. Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 47-51.

Task Force #5. Standards for vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8 (special edition), 69-84.

VOCATIONAL EVALUATION AND WORK ADJUSTMENT ASSOCIATION GLOSSARY

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ACTIVITIES OF DAILY LIVING - Those activities or behaviors that are normally carried out in the course of daily life and are basic to self-maintenance.

ADJUSTMENT SERVICES - A category of client programs designed to accomplish any one or a combination of the following: (1) to acquire personal habits, attitudes, and skills that will enable the client to function effectively in spite of his disability; (2) to develop and/or increase work tolerances; (3) to orient the client to the world of work and to develop good work habits; and (4) to provide skills or techniques to enable the client to compensate for the loss of a member of the body or the loss of sensory function.

ADMISSION EVALUATION - (NARI) - An assessment, immediately after a handicapped person has entered a facility, of his personal and social characteristics and his present level of functioning, to identify vocational limitations, to formulate an appropriate vocational goal, and to determine the services the individual needs and his ability to utilize those services.

ADULT BASIC EDUCATION - (NARI) - Education of adult clients in basic subjects when an educational deficiency interferes with the fullest utilization of occupational knowledge or skills already possessed by the client.

AFFIRMATIVE ACTION - (NARI) - Efforts by the employer to actively seek the disabled, women, the aged, and/or minority persons as employees, and to treat such employees without discrimination in all employment practices, i.e., advancement, rate, and selection for training.

AFFIRMATIVE ACTION PLAN - (NARI) - A published, written outline, by an agency or business, of its policies relative to providing equal employment opportunity and advancement opportunity for the disabled, women, the aged, and/or minority persons; such a plan shall include specific action steps, timetables, and complaint and enforcement procedures to assure such equal opportunities.

APTITUDE - The specific capacities or abilities required of an individual in order to facilitate the learning of or carrying out of some task or job duty.

ARCHITECTURAL BARRIERS - (NARI) - Physical design and construction, i.e., curbs, door size, ramps, restrooms, etc., which limits or impairs the ability of a physical disability.

ASSESSMENT - A process of finding out what the strengths and limitations of an individual are in terms of optimal functional outcomes.

ASSESSMENT - SITUATIONAL WORK - A clinical assessment method utilizing systematic observational techniques in established or created work environments. Situational assessment can be done during:

Evaluation in a vocational training setting
Job tryout
On-the-job evaluation
Production work evaluation
Simulated job station
Work samples

ASSESSMENT - VOCATIONAL - To determine the importance, size, or value of the strengths and limitations of an individual which facilitate or interfere with vocational outcomes.

BACKGROUND INFORMATION - (Pertinent information regarding the client prior to the evaluation process) - It can be derived from professionals such as physicians, psychologists, counselors, social workers, and other vocational evaluators, or by a lay person such as parents, former employers, houseparents, and other persons who are in a position to provide meaningful information.

BEHAVIOR - Directly observable and measurable activity of an individual (or a group of individuals) encompassing all activities of that individual (or group) with his (their) physical and social environment.

BEHAVIOR MODIFICATION - (NARI) - A process involving the planned application of reinforcement contingencies designed to change an individual's behavior in a direction which is desirable in terms of his functioning in society. The goal of the process is the eventual creation of a self-reinforcement process by which the individual directs his own behaviors through some form of inner controls.

CAREER - The sequence of occupations, jobs, positions throughout a person's working life. The sequence of events in the life of a person as he progresses in a job or as he changes from one job to another in the occupational structure.

CASE FINDING - (NARI) - The process of systematically reaching into the community for the purpose of identifying persons in need of services, of alerting persons and their families to the availability of services, of locating needed services and of assisting persons to enter a service delivery system. (SYN: OUTREACH)

CLIENT - (NARI) - A person utilizing the services of an agency.

CLIENT PLAN - (NARI) - A written program of action developed and reviewed at regular intervals, with the participation of the client and all agencies concerned with him. It specifies objectives and goals, and identifies a continuum of services to achieve those objectives and goals. (SYN: CLIENT PROGRAM, INDIVIDUAL PROGRAM PLAN, REHABILITATION PLAN)

CLIENT PROGRAM MANAGER - (NARI) - Individual within the facility who, with the involvement of a professional staff, has primary responsibility for the program of the persons served and its coordination, conduct, and follow-up activities. (SYN: CLIENT PROGRAM COORDINATOR, PROGRAM COORDINATOR, AND PROGRAM MANAGER)

CLUSTER TRAIT SAMPLE - A work sample that assesses a number of traits inherent in a group of related jobs. Based upon an analyses of occupational grouping and the traits necessary for the successful performance there, it is intended to assess the client's potential to perform jobs that have a common set of performance requirements.

COMMENSURATE WAGE - (NARI) - A wage paid to a handicapped worker which is comparable to wages paid to a nonhandicapped worker in the vicinity, performing similar work at a specific quality level, with the quantity factor being the main variable.

COMMUNITY ALTERNATIVES - (NARI) - Agencies, outside an institutional setting, which provide care, support, and/or services to handicapped individuals.

COMMUNITY-BASED PROGRAMS - (NARI) - Programs for handicapped individuals which are located in a community environment, as opposed to an institutional setting.

COMMUNITY RESOURCES - Public or private agencies, schools, or programs offering service to people in the field of social services. They are usually funded by governmental bodies, community drives, donations, and fees.

COMPETITIVE BID - (NARI) - An agreement to perform specified work under specified conditions and for a specified price which has been determined through the use of the same cost estimating procedures as those of competitive private industrial concerns.

CONSUMER - (NARI) - An individual who, by reason of disability, is eligible for, may require, has received, or is recipient of some kind of human service, including medical, rehabilitation, housing, transportation, etc.

DEINSTITUTIONALIZATION - (NARI) - A concept which has three interrelated processes: (1) prevention of admission to a public institution by developing, finding, and using alternative community methods of care and training; (2) return to the community of those residents who can function appropriately and who can benefit from community based habilitation and training programs; and (3) establishment and maintenance of a responsible institutional environment which protects the human and civil rights of handicapped individuals and which contributes to the appropriate and expeditious return of the individual to the community.

DISADVANTAGED INDIVIDUAL - Any individual constrained by reason of physical or mental disability, youth, advanced age, low educational attainment, ethnic or cultural factors, prison or delinquency records, or any other condition, especially in association with poverty.

ENVIRONMENTAL WORKING CONDITIONS - Those physical surroundings of job-worker situations which make specific demands upon a worker's physical capacity.

EVALUATION - Process of assessment according to a defined set of criteria.

EVALUATION IN A WORKSHOP SETTING - Has the following characteristics: (1) client may or may not be paid; (2) client is exposed to tasks on which his performance can be assessed; (3) client's performance is supervised and evaluated in coordination with the evaluation staff; and (4) existence of established evaluation program. A process through which the client's work potential is assessed in a controlled area using simulated or actual job tasks to assess ability to relate to demands of the work environment and perform adequately.

EVALUATION IN A VOCATIONAL TRAINING SETTING - An evaluation which has the following characteristics: (1) the client is not paid; (2) the existence of an established vocational training program; (3) primarily for the benefit of the client; (4) client's performance supervised and evaluated by the instructional staff in coordination with evaluation staff; and (5) does not necessarily result in entry by the client into that training program.

EVALUATION - ON-THE-JOB - Contains at least these characteristics: (1) the client is not necessarily paid; (2) it is primarily for the client's benefit; (3) it will not necessarily result in employment; (4) the employer does not experience any immediate gain; (5) the client does not displace or fill any vacant worker slots; and (6) the client's performance is supervised and evaluated by the employer and/or the evaluation staff. The client is given the opportunity to experience, in various degrees of participation, the specific requirements necessary to do the specific job in an actual job setting.

EVALUATION - TOOLS OF - All of the means and media with which the evaluator and the client carry out vocational evaluation.

FOLLOW-UP - (NARI) - Supportive assistance during the initial stage of a new program of job placement and which may determine to what degree the past and present programs are adequate to meet client needs and/or ascertain the readiness of clients to benefit from new programs.

FOLLOW-UP INFORMATION - Data collected after services provided.

FUNCTIONAL INDEPENDENCE - The capacity of a person to take care of his own activities of daily living without the help of another person.

FUNCTIONAL LIMITATIONS - (NARI) - Restrictions of physical or mental functions which hinder an individual's ability to take care of his own affairs; such restrictions are not organic in nature.

FUNCTIONAL OUTCOME - OPTIMAL - The highest functional level an individual can realize in consideration of his economic or social limitations.

FUNCTIONAL OUTCOMES - Activities in which a person is capable of engaging on a regular basis and which require the use of time, strength, or faculties. Levels of functional outcomes include but are not limited to:

Competitive employment - self-employed
Competitive employment - career
Competitive employment - long-term
Competitive employment - short-term
Competitive employment - marginal
Competitive employment - sub-productive
Sheltered employment - transitional
Sheltered employment - long-term
Homebound employment - self-employed
Homebound employment - employee
Temporary unemployment - marketable job skills
Work activities programming - long-term
Volunteer work
Unpaid home worker - care of home and other family members
Community activity - individual use of time
Programmed day activities
Homebound - individual use of time in home
Homebound - independent total self-care
Family-community assistance - partial self-care
Structured living environment - partial self-care
Total dependence on others - short-term
Total dependence on others - long-term

GAINFUL OCCUPATION - Includes employment in the competitive labor market, practice of a profession, farm or family work (including work for which payment is in kind rather than in cash), sheltered employment, work activity (to the extent that there is net pay), and home industries or other homebound work.

HABILITATION - (NARI) - Process of providing specific learning experiences for those handicapped individuals who have been isolated from such experiences so they can become aware of and develop their abilities and potentials.

HUMAN SERVICES - Activities provided to people to enable them to deal with their personal environment in such a way that they can gain control over their own destinies and exercise freedom of choice in their lives.

HUMAN SERVICES DELIVERY SYSTEM - The organizational structure by which necessary activities are provided to those people who need them and includes health care, education, income maintenance, and manpower services.

INCOME MAINTENANCE SERVICE - Services related to the economic support of persons; welfare and social security are two such services.

INDIVIDUAL CASE RECORD - Includes all information obtained about the client prior to, during, and in follow-up of the evaluation case. Includes referral information, social and work history, medical information, referral questions, program goals and plans, services to be provided, signed reports and notations related to performance and progress during the evaluation, notes from case conferences, the termination decision, and final report of findings and recommendations.

INDIVIDUAL PROGRAM PLAN - (NARI) - See CLIENT PLAN.

INDUSTRIAL STANDARDS - Actual worker requirements from industry based on the expectations of the employer in terms of quality, quantity, and work behaviors.

INTAKE - (NARI) - Those activities which result in an individual's entry into the agency and the action taken to finalize arrangements, i.e., funding, housing, programming, necessary for such entry.

INTELLIGENCE QUOTIENT - It is a measure of general intelligence obtained by testing. It consists of either a ratio of mental age to chronological age or a score of deviation from an expected test performance by age.

INTERDISCIPLINARY APPROACH - (NARI) - A method of diagnosis, evaluation, and individual program planning in which two or more specialists, such as medical doctors, psychologists, recreational therapists, social workers, etc., participate as a team, contributing their skills, competencies, insights, and perspectives to focus on identifying the developmental needs of the handicapped person and on devising ways to meet those needs.

INTERVIEW - Communication between two or more persons used for such purposes as diagnosis, education, therapy or just to gain information. Though some interviews are primarily to obtain information and some primarily to give help, most involve a combination of the two.

JOB ANALYSIS - Involves the systematic study of an occupation in terms of what the worker does in relation to data, people, and things; the methodology and techniques employed, the machines, tools, equipment, and work aids used; the materials, products, subject matter or services which result, and the traits required of the worker.

JOB BANK - A computerized system, developed by the Department of Labor, which maintains an up-to-date listing of job vacancies available through the State Employment Service.

JOB CLUSTERS (WORK FAMILIES, JOB FAMILIES) - Related occupations grouped on the basis of similar job requirements, such as specific duties of the job, materials and equipment used, skill and knowledge, and worker characteristics required.

JOB DEVELOPMENT SPECIALIST - (NARI) - Individual who contacts community businesses and industries for the purpose of placing handicapped clients in competitive employment or on-the-job training stations. He analyzes the client's capabilities and consults with the client's counselor, the facility, and the client in recommending the client for a specific job. He may provide follow-up services relative to the client's on-the-job performance.

JOB EXPLORATION - A process whereby an individual is exposed to work experience and occupational information intended to increase his knowledge of the world of work.

JOB FAMILIES - See JOB CLUSTERS.

JOB SAMPLES - See WORK SAMPLES.

JOB SEEKING SKILLS - Those skills that enable a person to seek out job vacancies and apply for them. Includes knowledge of where to find information about job openings, how to fill out an application, how to take employment tests, how to handle a job interview, etc.

JOB TASK - Is an actual single work activity that is taken in its entirety, without any changes, directly from a specific job.

JOB TRYOUT - Contains at least the following characteristics: (1) wages paid to the client; (2) primarily for the employer's benefit; (3) the client is an employee; and (4) the setting is controlled by the employer. It is in actuality a placement used with the understanding that the client may not succeed and will be helped further if he does not. The success or failure provides the evaluator and client with additional information to make specific employment decisions.

LIGHT WORK - Lifting 20 pounds maximum with frequent lifting and/or carrying of objects weighing up to ten pounds, or requiring walking or standing to a significant degree (about six hours a day), or requiring sitting most of the time, but entailing pushing and pulling on arm or leg controls.

MANPOWER DEVELOPMENT - (NARI) - Cooperative process in which the agencies in the community strive to assure the availability of an adequate present and future supply of qualified personnel to work in programs providing services to handicapped persons.

MEDIUM WORK - Equivalent to lifting 50 pounds maximum with frequent lifting and/or carrying of objects weighing up to 25 pounds.

MOBILITY - (NARI) - Ability of the handicapped individual to move within, and interact with, his environment, usually involving utilization of public and/or private transportation.

MONEY MANAGEMENT - Ability to distinguish difference in money, count money, make change, budget.

NORMALIZATION - (NARI) - Philosophy that developmentally disabled individuals should be exposed to patterns and conditions of daily life which are consistent with the norms of society and that training should be provided to the developmentally disabled to enable them to function appropriately in the mainstream of society.

OBSERVATIONAL PROCEDURE - An organized method of recording what a client does for the purpose of documenting behavior; the emphasis is usually upon productivity, behavior patterns, expressed interest, and worker interaction. Used to gain information concerning a client's overall level of functioning.

OCCUPATIONAL INFORMATION - (NARI) - All pertinent facts about a job, or job cluster, which accurately define the characteristics and requirements of the job so an individual looking for work will have correct, adequate information for making a vocational decision.

ON-THE-JOB TRAINING - (NARI) - A planned experience in an actual work situation through which the client, under supervision, learns to perform all job operations of an occupation.

ORIENTATION - (NARI) - The process of introducing an individual to the program of an agency and of providing the individual with information regarding agency policies and procedures, physical layout, safety regulations, community resources, and other pertinent information to assist the individual's comprehension of the agency's program.

PERSONAL ADJUSTMENT TRAINING - Process of modifying behavior to conform to measurable criteria based on socially appropriate behavior; process of modifying behavior to enable individual to adequately deal with his environment.

PHYSICAL DEMANDS - The physical requirements made on the worker by the specific job worker situation. They include strength (lifting, carrying, pushing, and/or pulling), climbing or balancing, stooping, kneeling, crouching and/or crawling, reaching, handling, fingering and/or feeling, talking and/or hearing, and seeing.

PRE-SCREENING - The process of reviewing all available pertinent data on referrals to determine the need for vocational evaluation.

PREVOCATIONAL EVALUATION - (NARI) - An assessment, prior to work training, of the client's potential as a worker, giving special attention to his good work attitudes and habits, and his personal responsibility.

PRODUCTION WORK EVALUATION - This is a method of evaluating clients through the use of actual industrial work brought into the evaluation facility. It is possible for the evaluation staff to vary all the customary conditions of the real job in an effort to discover difficulties that prevent the client from working effectively.

PROGRAM MANAGER-VOCATIONAL EVALUATION (CASE MANAGER) - That professional person who is responsible for the entire evaluation program of an individual client. This includes reviewing all referral information, orientation of the client, scheduling services, planning his program, maintaining integration and coordination in his program, maintaining a written case record, holding formal and informal conferences as appropriate, making the termination decisions, preparing the final report and follow-up.

PROGRAM-VOCATIONAL EVALUATION - An organized and comprehensive service staffed by specialists who systematically and comprehensively utilize work activities (real or simulated) and/or educational services as the focal point for educational and vocational assessment and exploration. In addition, psychological testing, counseling, social summaries, occupational information, etc., are other evaluation tools that are used. It incorporates the medical, psychological, social, vocational, educational, cultural, and economic data for establishment and attainment of individual goals.

PSYCHOMETRIC INSTRUMENTS - Standardized instruments which measure correlative mental functioning of a cognitive, psychomotor, or effective nature purported to be important to specific job performance utilizing abstracted tasks, usually paper and pencil.

RECREATION SUPERVISOR - (NARI) - Individual within the facility responsible for developing a program to assist handicapped individuals to plan and manage their leisure activities; may also schedule specific activities and coordinate program with existing community resources.

REFERRAL - An individual who seeks services of, or is directed to, an agency because he needs and wants the services offered. Also, the process of directing a client to an agency.

REFERRAL DATA - Data about the client obtained from other specialists, persons, and agencies that is obtained verbally or through such documents as psychometrics, terminal reports, medical reports, intake, and social service reports.

REFERRAL SOURCE - That person or facility who refers a client for services. This includes, but is not limited to, service agencies such as Vocational Rehabilitation, physicians, industry, insurance companies, employment agencies, community action groups, and potential clients themselves.

REFERRING AGENCY - (NARI) - The agency which sends or directs the client for services.

REHABILITATION COUNSELOR - (NARI) - Individual who helps the handicapped person understand his problems, potentials, and limitations so that realistic rehabilitation objectives can be mutually identified and available resources can be used to attain those objectives.

REHABILITATION FACILITY - Agency of multiple, coordinated services designed to minimize for the individual the handicapping effects of his physical, mental, social, and/or vocational impairment, and to help him realize his potential.

REHABILITATION OBJECTIVE - A goal of the comprehensive restoration of an individual to the best possible level of functioning following a physical, mental, or emotional disorder.

REHABILITATION PROCESS - (NARI) - A planned, orderly sequence of services related to the total needs of the handicapped individual and designed to assist him realize his maximum potential for useful and productive activity.

REPORT-VOCATIONAL EVALUATION - A well planned, carefully written means of communicating vital vocational information about a client. It is a studied, permanent record of significant vocational data observed as a client and an evaluator interact in various types of work or work-like situations. It puts the plan, action, findings, logic, and interpretation of the evaluation in writing. It usually includes a picture of the client's worker traits and how they compare to minimal requirements of selected jobs or work areas, physical capacities, learning ability, personal characteristics, social competence, other vocational factors, and recommendation for further services. It may also provide a prescriptive-descriptive sequence of experiences which are aimed at maximizing an individual's vocational potential.

SEDENTARY WORK - Equivalent to lifting ten pounds maximum with occasional lifting and/or carrying small objects. While mostly done sitting, a certain amount of walking and standing is often necessary in carrying out job duties.

SELECTIVE PLACEMENT - Placement where a client can work in a situation providing provisions are made by the employer to meet the client's special needs.

SHELTERED WORKSHOP - A work setting certified as such by the Wage & Hour Division. It provides transitional and/or long-term employment in a controlled and protected working environment for those who are unable either to compete or to function in the open job market due to their handicap. May provide vocational evaluation and work adjustment services.

SIMULATED JOB STATION - A work setting which has the following characteristics: (1) replication of all aspects of a job (not limited to job tasks) or a work process as realistically as possible; (2) does not necessarily require payment to the client; (3) the setting is controlled by the evaluator; and (4) it is located within the evaluation facility.

SINGLE TRAIT WORKSAMPLES - Assesses a single worker trait or characteristic. It may have relevance to a specific job or many jobs, but it is intended to assess a single, isolated factor.

SKILL TRAINING - Teaching an individual how to perform the operations of a particular occupation, distinguished from personal adjustment training, work adjustment, and the acquisition of basic employability.

SKILL REMEDIATION - A process whose aim is to improve skills that have been imperfectly or inadequately learned.

SOCIAL ADJUSTMENT GROUP - A structured group experience that offers individuals opportunities for the redirection of energies toward positive social goals, raising of levels of aspiration, and/or reduction of maladaptive behavior patterns.

SOCIAL ADJUSTMENT TRAINING - (NARI) - Structured program designed to assist the handicapped individual to interact with individuals and groups within the community in an acceptable manner.

STAFF CONFERENCES (STAFFING) - Formal or informal conferences held by the staff working with a client to review progress of the individual, develop further plans, maintain integration and coordination of the client's programs, and to make recommendations as to further action needed by and for the client.

STANDARDS - A set of criteria used to measure the merit of an agency's program.

SYNTHESIZING - The process by which information from all resources is combined into a meaningful whole to achieve approaches and directions.

TASK ANALYSIS - (NARI) - Breakdown of a particular job into its component parts; information gained from task analysis can be utilized to develop training curricular and/or price a product of service.

TEMPERAMENT - Personal traits consisting of the individual's characteristic mode or inclination of emotional response.

TIME STUDY - Detailed, scientific analysis of time taken by a worker to perform each segment of a specific task/job, and the hand and body movements made in performing the task/job. Such a study may be made for the purpose of determining the most efficient method for doing the task/job, or to evaluate the task/job to establish a work standard or to set a wage.

TRAINING ENVIRONMENT - Refers to the setting in which the emphasis is on the learning and acquisition of skills or competencies.

UNCONDITIONAL POSITIVE REGARD - Absolute or unreserved acceptance and respect.

VEWAA - Vocational Evaluation and Work Adjustment Association is a division of the National Rehabilitation Association, Inc. It is a national professional organization whose members are either engaged in, or have an interest in, vocational evaluation or the work adjustment of the handicapped.

VOCATION - A summon of strong inclination to a particular state or course of action grounded in interest, ability, need, and opportunities.

VOCATIONAL ADJUSTMENT CENTER - A rehabilitation facility that is to facilitate the transition to employment of vocationally handicapped persons suffering from emotional, mental, physical, or social disability. Its vocational treatment goals may either be an improvement in the capacity to function productively, or in the ability to secure appropriate employment, or in the capacity to adapt on the job. These changes may be accomplished by increasing psychological work capacity, by modifying a client's vocational pattern to conform to the stereotype of a good worker (the work personality), or by developing personality factors which make for a more adequate adjustment on the job.

VOCATIONAL COUNSELING - Process of assisting a person to understand vocational liabilities and assets, provide occupational information to assist them in choosing an occupation suitable to their interests and liabilities.

VOCATIONAL COUNSELOR - (NARI) - Individual who does vocational counseling.

VOCATIONAL EDUCATION - Courses of study, under supervision and control, which lead to proficiency in specific trades or business occupations.

VOCATIONAL EVALUATION - (WORK EVALUATION) - Is the:

1. Process of observing behaviors and interpreting them against some criterion.
2. Process of assessing what an individual does and how well he does it, i.e., his potential vocation (grounded in interests, abilities, needs, and opportunities) against some criterion.
3. One function of a personalized service delivery system that obtains and synthesizes information pertinent to persons with vocational problems to assist them in identifying and planning (an) appropriate vocation(s).
4. A comprehensive process that systematically utilizes work, real or simulated, as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals in vocational development. Vocational evaluation incorporates medical, psychological, social, vocational, educational, cultural, and economic data in the attainment of the goals of the evaluation process. (Tenth Institute on Rehabilitation Services)
5. A specialized form of clinical assessment, requiring a specialized technology and environment, requiring a period of several days or even weeks of close observation and judgement characterized by the use of real or simulated work tasks and activities in a situation which simulates some of the demands of work environments.

VOCATIONAL EVALUATION DEPARTMENT - A program so organized as to provide vocational evaluation services as established by standards.

VOCATIONAL EVALUATION PROGRAM MANAGER (CASE MANAGER) - Is that professional person who is responsible for the entire evaluation program of an individual client. This includes reviewing all referral information, orientation of the client, scheduling services, planning his program, maintaining integration and coordination in his program, maintaining a written case record, holding formal and informal conferences as appropriate, making the termination decision, preparing the final report and follow-up.

VOCATIONAL EVALUATION SERVICES - Those services provided to accomplish vocational evaluation according to established standards.

VOCATIONAL EVALUATION UNIT (DEPARTMENT) - Is the staff, plant, and equipment necessary to carry out a vocational evaluation program.

VOCATIONAL EVALUATOR - The individual staff member responsible for carrying out a vocational evaluation.

VOCATIONAL OBJECTIVE - (NARI) - A specific, job-related, time-oriented statement which is set forth at the beginning of, and may be modified during, the client's rehabilitation program.

VOCATIONAL REHABILITATION PROCESS - (NARI) - Providing, in a coordinated manner, those services deemed appropriate to the needs of a handicapped individual, and designed to achieve objectives directed toward the realization of the individual's maximum physical, social, mental, and vocational potential.

VOCATIONAL REHABILITATION SERVICES - (NARI) - Services designed to enable a handicapped person to secure and retain employment.

VOCATIONAL TRAINING - The learning and acquisition of skills or competencies whose ultimate objective is the preparation of students for regular or appropriate employment.

VOLUNTEER - (NARI) - Individual who freely contributes his services, to an agency engaged in providing services to people, without remuneration commensurate with the value of services rendered.

WAGNER-O'DAY - (NARI) - Common name for Public Law 92-28 which directs the purchase by the Federal Government of selected commodities and services from qualified workshops serving blind and other severely handicapped individuals, with the objective of increasing the employment opportunities for these individuals.

WORK ACTIVITY CENTER - (NARI) - A workshop, or physically separated department of a workshop, having a planned, identifiable program designed exclusively to provide therapeutic activity for handicapped workers whose physical or mental impairment is so severe as to make their production inconsequential.

WORK ADJUSTMENT - An individualized, structured and planned, closely supervised, remedial work experience designed to promote the acquisition of good work habits, to increase physical and emotional tolerance for work activity and interpersonal relationships, and to modify aptitudes and behaviors which inhibit the satisfactory performance of work.

WORK APTITUDE - (NARI) - One's natural ability or general suitability to work; sometimes refers to a measure of that ability.

WORK ENVIRONMENT - WORK SETTING - Surroundings in and the conditions under which an individual performs his occupational duties including lighting, equipment, cleanliness, and type of supervision.

WORK FAMILIES - See JOB CLUSTERS.

WORK HABITS - Those aspects of behavior in a work setting that enable a person to meet the demands of his job in accordance to employment standards. This includes such areas as: attendance, punctuality, hygiene, social behavior, team work, cooperation, ability to accept constructive criticism, ability to accept supervision, effort, initiative, perseverance, dependability, meeting work schedules, attention to detail, housekeeping, neatness in work performed, careful with materials and property, and safety awareness.

WORK PERSONALITY - (NARI) - The individual's traits, habits, and attitudes related to the concept of employment, and his reaction to that concept.

WORK STATION - (NARI) - Physical site where a production operation is performed. (SYN: JOB STATION)

WORK TOLERANCE - Ability to sustain a work effort for a prolonged period of time, ability to maintain a steady flow of production at an acceptable pace and acceptable level of quality, ability to handle a certain amount of pressure.

WORKER FUNCTIONS - The functioning of the worker in relationship to a specific set of tasks. It involves to some degree a relationship on a specific part of the worker to data, people, and things. A combination of the highest function which the worker performs in relation to data, people, and things, expresses the total level of complexity of the job worker situation.

WORKER TRAIT - The requirements made of the worker in terms of aptitudes, general educational development, vocational preparation, physical demands, and personal traits. These are reflected in: training time, aptitudes, temperaments, interest, physical demands, and environmental conditions.

WORKMEN'S COMPENSATION - (NARI) - Insurance programs, under state auspices or control, except for Federal employees and certain maritime workers, to provide financial resources for medical care and lost wages and earning power resulting from industrial accidents, and from illnesses resulting from employment.

WORKSAMPLE NORMED IN INDUSTRIAL SETTING - A worksample for which the available norms include the empirical norm reference of a population employed in a competitive industrial setting.

WORKSAMPLE NORMS - Specified standards that enable an evaluator to compare a client's performance on a worksample with meaningful criteria, e.g., industrial workers, performance for workshop, local or national standards.

WORKSAMPLES - A well defined work activity involving tasks, materials, and tools which are identical or similar to those in an actual job or cluster of jobs. It is used to assess an individual's vocational aptitude, worker characteristics, and vocational interest. See also: JOB TASK; ASSESSMENT-SITUATIONAL WORK; CLUSTER TRAIT SAMPLE.

Cluster Trait Worksample - A single worksample developed to assess a group of worker traits. Contains a number of traits inherent in a job or variety of jobs. Based upon an analysis of an occupational grouping and the traits necessary for successful performance therein, it is intended to assess the client's potential to perform various jobs.

Indigenous Worksamples - Represent the essential factors of an occupation as it presently exists in one community.

Job Sample - Those worksamples that in their entirety are replicated directly from industry and include the equipment, tools, raw materials, exact procedures and work standards of the job.

Simulated Worksample - Worksamples which attempt to replicate a segment of the essential work related factors and tools of a job as it is performed in industry.

Single Trait Worksample - Assesses a single worker trait or characteristic. It may have relevance to a specific job or many jobs, but it is intended to assess a single isolated factor.